

**Support for Early Learning:  
Teacher Reading Academies  
(P.L. 234-2007, SECTION 9)**

P.L. 234-2007, Section 9, states that the state board and department shall provide support to school corporations and charter schools in the development and implementation of children centered and learning focused programs for teachers in kindergarten through grade 3 education. The Indiana Teacher Reading Academies will address the following components stipulated in P.L. 234-2007, Section 9:

- (A) scientifically proven methods of teaching reading;
- (B) the use of data to guide instruction; and
- (C) the use of age appropriate literacy assessments.

**The Indiana Teacher Reading Academies**

- are based on scientific research that has determined how children learn to read, what factors impede reading development, and which instructional approaches are most effective,
- include grade specific professional development covering the essential components of early reading,
- incorporate the Indiana Academic Standards for English/Language Arts,
- include SBRR instructional strategies that are both explicit and systematic and can be used to strengthen any adopted core reading program,
- provide instruction in the appropriate monitoring and assessing of critical literacy skills, and
- include professional development in how to use the data from the assessment tools to develop a plan for providing students with effective literacy instruction.

The Indiana Department of Education, Division of Prime Time/Reading First, currently has Master Trainers on staff. To date, the Master Trainers have presented training to over 1,500 K-3 Indiana teachers. Through the use of Indiana Reading First Professional Development funds, the Master Trainers will train a cadre of new trainers on how to facilitate the training of the Indiana Reading Academies.

Each Education Service Center will select four people, one for each grade level, to participate in the initial 2-day fall training. This training will be followed in the spring with K-3 teachers attending a pilot 2-day Indiana Reading Academy. The new cadre will shadow the Master Trainers during this pilot academy to prepare for statewide summer academies.

The department will sponsor a one-day statewide training and information session for administrators and instructional leaders to help ensure the successful implementation of the Indiana K-3 Teacher Reading Academies.

In the summer of 2008, the Education Service Center Academy Trainers will be able to facilitate Indiana Reading Academies for districts wanting this professional development for the teachers in kindergarten through grade three. They will be supported in this summer undertaking with state and national Master Trainers.

# Proposed Model for the Delivery of Indiana K-3 Teacher Reading Academies

**Summer 2007**

Indiana Teacher Reading Academies  
Professional Development Materials  
developed

**Fall 2007**

Trainer of Trainers (TOT) Session  
4 Master Trainers deliver the training to  
develop a TRA Cadre of 36 Trainers (4,  
one per grade level, from each of the 9  
Educational Service Centers)

**Spring 2008**

Pilot Academies for K-3 Teachers  
TRA Cadre Trainers from the  
Educational Service Centers will shadow  
Master Trainers at pilot sites across the  
state to prepare for summer statewide  
sessions.

Administrator Introduction to the  
Academies  
One-day training and information session  
for instructional leaders to provide tools to  
successfully implement the Indiana K-3  
Teacher Reading Academies.

**Summer 2008**

Statewide Teacher Reading Academies  
for K-3 Teachers  
In collaboration with the 9 Educational  
Service Centers, the TRA Cadre Trainers  
assisted by State and National Master  
Trainers will provide Indiana Teacher  
Reading Academy 2-day sessions for K-3  
teachers in districts across the state.

## **Frequently Asked Questions:**

### ***What is scientifically based reading research (SBRR)?***

Scientifically based reading research is research that applies rigorous, systematic, and objective procedures to acquire valid knowledge related to reading development, instruction, and the prevention of reading difficulties

### ***What are the five essential components of scientifically based reading instruction?***

Scientifically based reading research has identified five essential components of effective reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. To ensure that children learn to read well, explicit and systematic instruction must be provided in these five areas.

### ***What is the relationship of state standards to the effective implementation of SBRR instructional practices and programs?***

In every classroom, state academic standards and accountability should provide the foundation for effective reading instruction, regardless of which specific reading program is in use. Academic standards provide grade-specific instructional objectives and student expectations for the essential reading components. Assessments that measure students' achievement of these grade-specific goals or benchmarks provide a system for monitoring students' reading progress throughout the school year.

### ***What is high-quality, effective reading instruction?***

High-quality, effective reading instruction consists of on-going assessments with proven validity and reliability to inform instruction, instructional materials based on the five essential components of reading and grounded in scientifically based reading research (SBRR), and well-designed professional development. A coherent design includes explicit instructional strategies, coordinated instructional sequences, ample practice opportunities, and aligned student materials. If research findings are translated into daily classroom practice, educators can make a positive difference in students' reading outcomes.

### ***What should a research-based program look like?***

High-quality K-3 reading program based on scientifically based research must include instructional content incorporating the five essential components of reading instruction, integrated into a coherent instructional design. This coherent design includes the explicit and systematic teaching of beginning reading knowledge and skills within an overall program of purposeful, engaging reading and writing. The design includes allocation of time for the core reading program and additional time scheduled for intervention.

### **Explicit and Systematic Reading Instruction**

- Is planned, purposeful, and visible.
- Follows a coordinated instructional sequence.
- Adapts the pacing, content, and emphasis of instruction to meet the needs of individuals and groups.
- Is data-driven (based on ongoing progress monitoring of the critical skills needed by students at each stage of reading development).